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The Spectator

Thursday, April 7, 2022

Volume LXIII
Number XXII

*Publishing the Truth, From Good Motives and For Justifiable Ends*

# Decades after ADA, students with disabilities face physical and attitudinal barriers on campus

**by Elian (Ele) Sorensen '23**
*INVESTIGATIVE REPORTER*

**Disclamer: Sorensen currently serves as the President of the Disabled Students' Network**

When Caroline Casey '23 arrived at Hamilton, she never expected that her poetry class would be "the worst academic experience" of her life. "I had taken a poetry class my senior year of high school and absolutely loved it and found a lot of success…So I was really excited about the course." It was a 200 level class, and she expected it to be difficult, but she was planning to major in literature and felt prepared.

In high school, Casey was diagnosed with dyslexia and slow processing disorder, so she was aware of some of the challenges she might face in the course. "I found in high school that I can't hear rhymes and syllables as a result of how my brain processes language…I can't participate in that aspect of analyzing poetry, but I am successful in other aspects of it," said Casey. Hoping to face these challenges head on, she met with the professor, who was also her advisor, to ask for support. "I explained that I'm dyslexic…and I asked [the professor] if I'd be able to take the course…I ended up getting quizzed on what it means to be dyslexic, [the professor] was challenging me about what I was saying." Casey claims her professor told her, "if you just worked harder, this wouldn't be an issue."

She spent the rest of the semester feeling belittled and beaten down by her professor. "I was continually singled out for the rest of the semester…[the professor] asked me to rewrite every single paper multiple times." The experience shook her: "it was truly a traumatizing experience, it absolutely paralyzed me in terms of writing…It felt like [the professor] wanted to prove…that I didn't have a learning disability."

For students like Casey, accommodations such as extended and distraction-free testing, attendance flexibility and the ability to record lectures level the academic playing field. These academic accommodations are meant to provide students with disabilities access to equal academic opportunities and are one of the many ways federal law requires colleges and universities to be accessible to all. At the beginning of each semester, students with accommodations and their faculty receive emails from Dean Allen Harrison, the Assistant Dean of Students for International Students and Accessibility, documenting each students' academic accommodations.

The Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, guarantees students with documented disabilities reasonable accommodations in order to protect them from discrimination. Reasonable accommodations also include providing students with a physically accessible classroom.

PHOTO BY ERIC MOSS '24

**A weathered handicap door button sits on the outside of Sadove Student Center.**

The five students interviewed by *The Spectator* described significant and frequent difficulty with receiving their accommodations from professors. Both students and faculty pointed to the need for additional faculty training to improve the experiences of students with disabilities, particularly because faculty do not currently receive any training on disability, accommodations or academic accessibility. There are considerable expenses involved in receiving the medical documentation required by the College to obtain accommodations. The need for this documentation, which may include psychoeducational evaluations, places significant hurdles in front of students who may need accommodations but lack the resources.

While these challenges create barriers for students currently enrolled at Hamilton, the physical construction of Hamilton's campus, where most academic and residential buildings are not wheelchair accessible, likely prevents many individuals with disabilities from applying to Hamilton in the first place.

## Physical Accessibility

This year, Hamilton completed the $3 million dollar renovation of the Chapel's steeple, the logo of the College. The Chapel is a physically inaccessible building: other than the aisle, it lacks accessible restrooms and places for wheelchair users to go. "It is not compliant in any real sense of the word," College Chaplain Jeffrey McArn noted. Though the renovation did not include any changes to the interior of the building, its price tag raises questions about how else the money could have been spent.

"I love the Chapel, obviously," said McArn. "But would it be the worst thing in the world if the steeple was just cut off where the structural instabilities were and used that money for accessibility? I would've thought that's a pretty good trade-off." For McArn, the focus on the historical accuracy of the renovation is indicative of the College's priorities. "The attention paid to…'what was the original color? Was it a copper roof, or was it slate? Let's try to replicate it.' It's pretty clear that there's a pretty high premium on that kind of history and aesthetics, but I haven't seen that same attention to accessibility…It's a little bit of a sign that it's not, institutionally or culturally, to the level of awareness or high enough priority to be like, we're going to address it," noted McArn.

"Have you ever seen a student in a wheelchair?" asked Jackie Prunier '23, when questioned about the College's accessibility. Helen Ziobrowski '24, the Vice President of the Dis

***Story continued on page 2***

abled Students' Network, described how campus inaccessibility leaves her feeling conflicted about the College. "I don't want to badmouth the school because I do love it here. I love Hamilton. I should be allowed to come here and… it's heartbreaking to me that if a student in a wheelchair wanted to come here, how would they do it? Where would they live?" said Ziobrowski.

Assistant Director of Residential Life Tanith Sherman noted over email that "We have several residence halls on campus that are partially accessible…additionally, Skenandoa is accessible on all floors." These residence halls, which include Kirkland, North, South, Ferguson, Carnegie and others, "all have entrances that are wheelchair accessible" she said.

Sherman continued, "we have transportation options for students with mobility issues, which allows them to be picked up at their residence and driven to…other location[s] on campus…we work very hard to ensure that students with documented needs are able to live successfully in our residence halls."

Ziobrowski does not believe this is enough. "It is down the Hill," she said, referring to Skenandoa. "It is not functionally accessible even if it is meeting the definition of accessibility. This campus is not functionally accessible…[for] physically disabled students."

The lack of accessibility "sends a message," said McArn, "that we'll do whatever we are going to with whoever can access the space, and it's an exclusionary space." For Ziobrowski, the message is saying "we don't care if disabled students come here or not." Prunier agrees: "becoming disabled can happen to literally anyone at any time, even if you break your leg and you're disabled for eight weeks, imagine walking around this campus on crutches…it seems like it isn't a concern of the administration."

## "An Issue of Class and Privilege": Obtaining Academic Accommodations

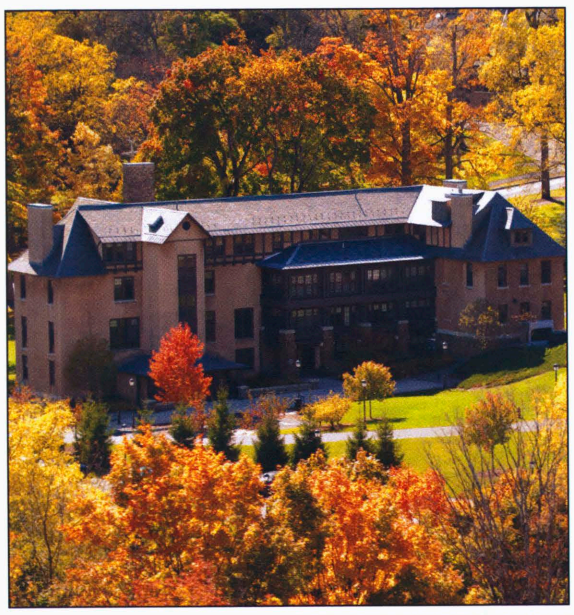

PHOTO COURTESY OF HAMILTON COLLEGE

**Located halfway down College Hill Road, Skenandoa House is the only Hamilton residence hall that is accessible on all floors.**

Students who believe they need academic accommodations must submit documentation of their disability, including the diagnosis, nature of the disability and specific accommodations needed, in addition to supporting paperwork from their physician. Students with learning disabilities or Attention Deficit Disorder must include a psychoeducational evaluation administered within three years of enrollment. In addition to allowing students to obtain accommodations, receiving a diagnosis can be an empowering and personally significant experience. For Casey, "being able to put a name to something you struggle with and recognize that it isn't your fault but rather just part of who you are is incredibly empowering…understanding that my brain works differently completely changed the way I felt about myself and my academic ability."

"Being able to get accommodations letters is also an issue of class and privilege, of having access to doctors who can say 'you have this diagnosis,'" Assistant Professor of Women's and Gender Studies Stina Soderling explained. "If we only privilege the students who have been able to navigate the system in certain ways, we end up perpetuating the systems of inequality that are already here."

***"[Administration] wants you to be too tired to say something… It works to their advantage for you not to say anything."***
***- Caroline Casey '23***

Chair and Professor of Economics Ann Owen voiced a similar perspective, "I have a concern about, if there's an expense involved in getting the accommodation, whether all students have access to the means of getting an accommodation…So many of these accommodations are related to evaluation and grading, it seems that that's not fair…not fair for the students who should have an accommodation and don't get one."

Professor Owen said "if there's some obstacle to getting the accommodation that some students can't cross because they're from a lower income… that's not fair…because so many of them are about and relate to the grade that a student gets."

Assistant Professor of Sociology Matthew Grace agreed, arguing that "as a well-resourced institution, we should provide access to those services. Especially if our intention is to create an inclusive environment for all students and one that's centered on equity, then it's only reasonable to expect that we should be able to utilize the vast resources that we have available to have students tested who need it who previously were lacking in access."

Dean Harrison declined to provide a comment on the average cost of psychoeducational evaluations, the providers to whom he typically refers students or the frequency at which the College provides financial assistance to students in need, noting only that "financial aid assistance to pay for evaluations may be available."

*The Spectator* reached out to psychologists in the area who provide psychoeducational evaluations in order to get a sense of the typical costs associated with obtaining these evaluations. Dr. Brad Bennett, PhD, a psychologist at Clinton Therapy and Testing Center, shared that psychoeducational evaluations for college students typically take between four and 10 hours, and he charges a rate of $130/hour, for a total of between $500 and $1,300. Evaluations for learning disabilities tend to take a total of six hours, he said, including testing, scoring and writing up the evaluation for a total of about $800 at his office. Dr. Bennett noted that his fees are on the lower end for the region, and that some providers charge as much as $2500 for psychoeducational evaluations in this area.

Dr. Danielle Bronk, PhD, a psychologist at Neurodevelopmental Health Services in Utica, described similar fees as Dr. Bennett, noting that psychoeducational evaluations at her practice generally take between eight and 10 hours and typically range in cost from $1000 to $1500. Dr. Bronk stated that neuropsychological evaluations, which may also be used to assess an individual's need for academic accommodations, typically cost a minimum of $2500. Neurodevelopmental Health Services' website notes that "most health insurance companies will not pay for psychological or neuropsychological evaluations that address primarily academic, educational, or legal concerns."

Faculty have different approaches for supporting students who assert a need for accommodations but lack official documentation. Professor Soderling described how when students without documentation request an accommodation, "I tend to approach it the same way as if someone has a letter…I don't think it's my place to say, 'nah, you don't have that need.'"

For other professors, this may be more difficult. Professor Owen noted that because the majority of accommodations are for extended time on exams, she tries "to give everybody plenty of time." Professor Owen continued, "hopefully that at least addresses that partially…but I don't feel like I would be very qualified if a student came to me and said, 'I think that I have a need for an accommodation, but I don't have the official paperwork.' I don't know how I would evaluate that."

## Faculty Refusals to Provide Accommodations

Students interviewed for this piece described how impactful academic accommodations can be. "[Extended testing time] changed pretty much my entire experience with testing…I didn't realize that the hardest part of a test shouldn't be the time," Casey said. Keshav Rai '23 has found a similar benefit from that accommodation, "It's hard for people without ADHD to understand…I have an attention span of maybe a minute…But with time and a half, it has helped me with being able to slow down and think about the work I'm doing. And if I zone in and out, that's fine."

Although federal law requires Hamilton to provide students who have documented disabilities with reasonable accommodations,

actually receiving this support depends largely on professors' willingness to provide them.

Rai, a neurodivergent student whose accommodations include permission to record lectures, described how receiving that accommodation "is very much dependent on how comfortable the professor is with [providing] it." Rai has struggled to navigate these situations. "I can't just say, 'no, you have to give me this accommodation' because you don't want to get in the bad graces of your professor who is going to be grading you for a semester, [so] you kind of have to work around it."

***"I think we have a legal and ethical responsibility to ensure that we provide students with the resources that they need and we should be doing more" - Assistant Professor of Sociology Matthew Grace***

Professor Owen explained that some faculty discomfort with lecture recordings may arise because "there are some people that are teaching sensitive topics and things get taken out of context. And that comes back to hurt faculty at some point. So I think people are generally concerned about somebody recording their classes. I also think it's possible that if the other students knew that they were being recorded, that it could affect their willingness to participate."

Ziobrowski, who has a degenerative joint condition and receives screen-related accommodations due to a series of concussions, has faced similar challenges receiving her accommodations from faculty. Ziobrowski's accommodations are supposed to guarantee her printed copies of all course materials because she cannot use computers for extended periods of time. Her math professor refused to print out the online homeworks for her. "He didn't want to print them out, so it was just like, 'you don't have to do it.'"

She continued, "Could I have insisted that he [print] the homework? Yes." When asked if that should be her responsibility, she said "No, I don't think so…It's one of those things where obviously if you tell me I don't have to do the homework, I'm not going to beg you to make me do the homework…[But] then I'm kind of robbed of that resource, which [the professor] thinks is necessary for the course, for all other students… So, what's the deal with that?" In Ziobrowski's experience, professors often forget to send her documents to the print shop, "It is so frustrating to have to ask professors for accommodations literally every single time, like, let me send an email and have to wait two business days for a reply."

In other cases, provided accommodations may not adequately meet students' needs. Casey relies on audiobooks to complete her readings, but has found that audio recordings of her readings are not consistently available. She noted, "I'll tell professors that there isn't an audiobook and I can't do [the reading] and they'll be like, 'Okay, well try your best!'…It tells you how little people consider disability."

Casey explained that while Dean Harrison's office has tried to alleviate this challenge by providing students with access to text-to-voice transcription software, "it's literally like a robot speaking, and that's not helpful to me at all." Later in the interview, Casey asked "we have notetakers, why don't we also have somebody in classes who could record themselves doing the readings?…That could be such an easy solution."

Faculty refusals to provide accommodations turned some students interviewed by *The Spectator* away from entire departments. Prunier struggled when a professor, the chair of the department, refused to provide an extension, an accommodation deemed necessary for Prunier by the Dean of Students office. Prunier, who had four concussions that year alone, was sleeping 13 hours a day at the time and was unable to finish the work by the deadline. She did not feel like Dean Harrison could provide her with help either. "She's the head of the department, who's even above her to really tell her what to do?" Prunier continued, "She's supposed to represent the department…I knew I was going to need accommodations in the future, so I was like, this is not the path for me."

In other cases, students felt that they were unable to take certain classes, not because the material was inaccessible to them, but because fighting for their accommodations would be too difficult. Ziobrowski explained, "Could I, for example, take a computer science class? Can they legally say, 'No, you can't'? No. Can they make it difficult enough for me where I don't want to put in the energy to figure it out so I'm not going to even bother signing up for a computer science class? Yeah."

Ziobrowski asserted that this process works to the benefit of the College. "It's just easier for them at the end of the day," Ziobrowski explained. "They don't have to do as much work… It leaves it on me to figure out solutions. It makes it so that they don't have to change what they're doing now." Casey echoed that sentiment, "[Administration] wants you to be too tired to say something, like whether it's on purpose or not, those people who need to say something are the most tired, students with learning disabilities are already the most tired…It works to their advantage for you not to say anything."

## A Lack of Faculty Training and Support

Professors Grace, Soderling and Owen all noted that the College does not require faculty to receive training on accessibility, accommodations or disability, other than what Professor Soderling described as "a half-hour panel during new faculty orientation that was Dean Harrison and a few students saying that the office was there." Prunier argued that the accommodations process "looks good on paper, but the professors need more training."

Professor Grace agreed with the need for more training, arguing that it could help create "more consistency in terms of [faculty] understanding of what is the obligation of an instructor." Soderling similarly asserted that "it would be great to have questions of accessibility be part of new faculty orientation," though she worried that "the College's approach is very much to add more things on [to new faculty orientation] to already overburdened faculty."

Professor Grace, in response to the concern that faculty are already overburdened with trainings, described how training on disability is important enough to make it mandatory. "I think that this is one of those areas that's so important that this shouldn't be the thing that would be one step too far…I think we have a legal and ethical responsibility to ensure that we provide students with the resources that they need and we should be doing more."

All of the students interviewed by *The Spectator* articulated a need for further faculty training. For Ziobrowski, "even just sensitivity training" would be beneficial. She explained, "My accommodations aren't the most common, especially in terms of printing stuff out. Having them be aware that it's their responsibility and this is part of the job description… making them aware immediately, like when they become professors, that this is part of the job, part of being a professor is providing these accommodations.

Similarly, Casey believes that training faculty could help rebuild her trust in the professors at Hamilton. "I think I don't have that much trust in the knowledge of the faculty here about students with learning disabilities…I just don't trust the knowledge base because I haven't seen

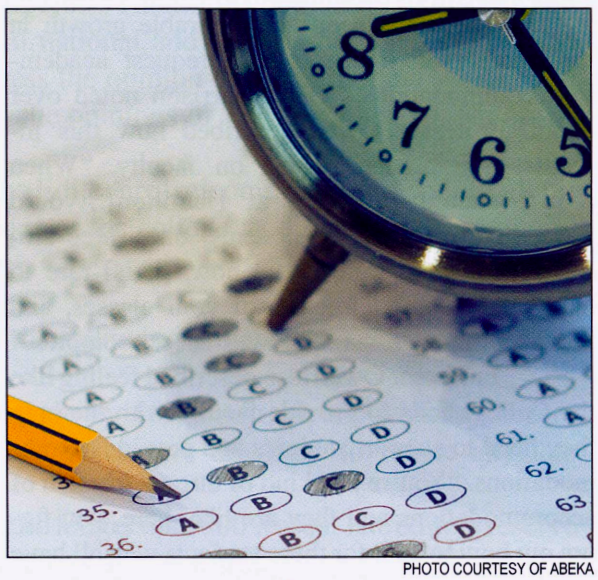

PHOTO COURTESY OF ABEKA

**Academic accomodations can change a student's experience with testing and homework.**

it." She continued, "You can't just accept somebody [who is neurodivergent] and be like 'good luck,' there has to be an active choice to educate professors and to push for acceptance."

Another student, who wished to remain anonymous, described how his professor "infantilized me and talked down to me," after he disclosed that he is autistic. "I lost trust in professors [after that]," he said. He also indicated that faculty training is necessary. "[Faculty] definitely need at least some kind of training on neurodiversity."

In Rai's opinion, faculty knowledge about

***Story continued on page 4***

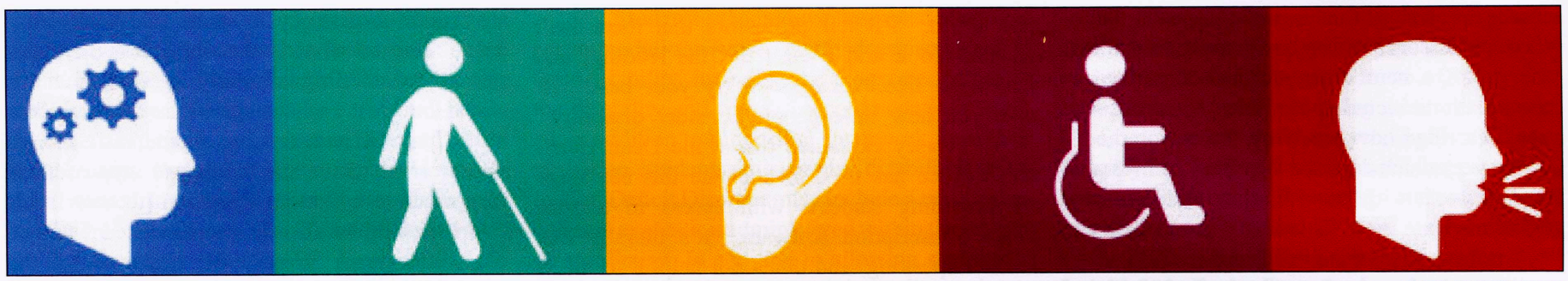

PHOTO COURTESY OF ESRI

**Interviewees hope that going forward, the Hamilton community will have more conversations on accessibility and disability and will take concrete steps towards improving the experiences of and services for its students with auditory, cognitive, motor, speech and visual disabilities.**

ADHD "is very inconsistent." He described feeling like his professors do not always believe his diagnosis, and claimed that one of his professors, whenever he brought up having ADHD, would say "'I met a student who claimed to be facing these issues, but I've always wondered about the legitimacy of what they said.'" Rai continued, claiming that "and then after two seconds, the professor would say, 'but not you, I'm not talking about you.' And I was always confused, because then, why would you always bring it up?"

For Rai, this lack of knowledge and sensitivity is quite frustrating and can have detriments for academic success. "I don't need a professor to sympathize with me…I'd rather they were able to understand a little bit about how I function relative to the average student so that we can think about solutions." Professor Owen echoed the need for improved dialogue between students and faculty. "I don't have the training to completely understand a person's disability. But if you told me, 'okay, here's my need,' we could think about ways of [...] meeting that need."

There has been "considerable growth in the numbers of students who request academic accommodations," Dean Harrison noted over email. Professor Owen described how this increases the burden placed on faculty. "When I first started [teaching at Hamilton]…you'd have, in a class of 80 students, one, three students with extra time…And now, [it is] rare to have such a small fraction of your classes, and the accommodations are also more complex."

Professor Owen also described feeling like the College fails to provide faculty with the help they need to support students and provide accommodations. "You're just kind of thrown a bunch of accommodations and they are like, here, you figure out how to do it for these students who all have varying accommodations," she said. Professor Owen noted that the Dean of Students office "provides some assistance with scheduling rooms and finding a proctor," but that the rest is left to faculty.

Professor Owen asserted that the current lack of support overwhelms faculty. "I think most faculty want to do what is necessary to help a student learn, but sometimes the number of students that have accommodations is overwhelming because they don't all have the same accommodations. Right now, I have 14 students this semester that have accommodations. Very few of them have exactly the same accommodation. So it's not like I can figure out, 'oh, well, here's what I'm doing in this situation' and just do it for all 14 of them. They all have different accommodations."

In an effort to address this challenge, Owen decided that the Economics Department will create its own testing center for finals this semester, "because for each individual faculty member to make these arrangements, it's a decent amount of work…And to me, it's like, if I can do that, I don't understand why the College can't."

Moreover, the increasing complexity of accommodations can make it difficult for faculty to know how to adapt the coursework and teaching style. "Sometimes it's hard to implement [non-standard accommodations] given how you're trying to teach a class, and so it would be nice to be consulted about whether or not [these accommodations] are the best way to meet the students' needs," Owen said.

In order to protect the privacy of students, Dean Harrison's office does not provide faculty with information about students' diagnoses or the specific circumstances of their disability. Professor Owen highlighted the importance of this, noting that "I don't think we need that level of information about each individual student," but voiced concerns about how the lack of context about a student's needs may hurt their academic experience. "If I have a concern about how a specific accommodation might affect a student's learning…it seems like everybody would be better off if we could have a conversation about, is there an alternative way of meeting this student's need, that's not this very specific thing." Owen continued, "It's always easier to do something when you understand why you're doing it."

Dean Harrison stated over email that "we surveyed the faculty to gain a better understanding of the climate around disability, to measure their attitudes and knowledge and to find out where there is a need for training and in what format(s) the training should occur. Currently, analysis of the data is taking place with the hope that findings will be shared with the campus community very soon."

## A Way Forward: Disability as Diversity

For Ziobrowski, the College's lack of consideration for issues of disability and accessibility makes those topics difficult to talk about. "I'm a tour guide now, and it's like, what would I say to a student that was disabled and was asking about accommodations…I wouldn't know what to tell a student who toured here and asked me that. I would not have much positive feedback to give on disability here."

Other students also described feeling conflicted about their experiences at Hamilton. For Casey, her experience that first semester is tempered, to a degree, by her relationships with supportive and encouraging faculty. When Casey disclosed to her current academic advisor what happened in her poetry class, she was met with such support and validation that she was brought to tears. "She talked about the student I am…picking out the specific ways in which I really contribute to a class and my strengths as a student… to have a professor support you like that is truly unmatched…for a teacher to say, 'I see you, and I see your value as a human being and as a thinker'…I'll always remember that conversation."

The students interviewed for this article expressed hopes for the future of Hamilton.

***Neurodivergent students "are trying our best to overcompensate for a culture that doesn't acknowledge our existence and isn't willing to meet us halfway" -Anonymous***

Casey, for one, hopes that increased conversation about disability will lead people to begin talking to their friends about disability. "I hope people read this article and go start asking questions of their friends like, 'how do you learn?'"

"I think that there should be some part of Student Assembly that focuses on this… There's no dialogue about this…it shouldn't just be that students have their own Disabled Students' Network, this is something that should be done together," Prunier said.

The student who wished to remain anonymous said that neurodivergent students "are trying our best to overcompensate for a culture that doesn't acknowledge our existence and isn't willing to meet us halfway." All student interviewees expressed the desire to be met halfway by the Hamilton Community.

Ziobrowski hopes that the College will begin to view disability as part of diversity, "If this campus values diversity as much as they say we do…why are we not wheelchair accessible?…What does that say about Hamilton?" McArn echoed that sentiment and described his belief that solving these problems will require a community-wide effort, "It's my hope for Hamilton College that we would become more of a community that is committed to taking care of each other and to have that reflected in these questions of diversity and accessibility."

Dear members of the Hamilton Community,

As many of us know, the College is currently experiencing a drastic spike in COVID-19 cases, as demonstrated by the Daily COVID-19 Dashboard's most recent data. Although disappointing that the College has reverted to Green status, with patience and care, we can all take steps to help ensure the safety of our community, especially those who are immunocompromised and therefore most vulnerable to the negative effects of COVID-19.

On the bright side, as we continue to approach the end of the school year, the spring season opens up the possibility of spending more quality time outdoors and finding more escapes from the stress associated with classes, extracurriculars and the pandemic.

We at *The Spectator* wish those in quarantine a speedy recovery, and are optimistic that the rest of the semester will be full of joyous events and moments.

Best,
Eric and Emma Mae


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***The Spectator* is a publication of the Hamilton College Media Board. A volunteer staff of students handles all aspects of the weekly publication. The purpose of the newspaper is to provide the Hamilton Community with an honest, fair, timely and high-quality publication.**

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*Celebrating 175 years, we were first published as* The Radiator *in 1847.*

*The Spectator's* Letter to the Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national, and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of *The Spectator*, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college, and Hamilton community members.

*The Spectator* has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. *The Spectator* reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

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*The Hamilton College* Spectator, *publication number USPS 612-840, is published weekly by the Hamilton College Student Media Board while classes are in session. For more information e-mail spec@hamilton.edu. Our offices are located on the second floor of the Sadove Student Center. The deadline for advertisements is Monday the week of publication. For further information, please e-mail specads@hamilton.edu.*

April 7, 2022

# Hamilton denied students' right to unionize in newly-released official statements

**by Duncan Freeman '22**
*INVESTIGATIVE REPORTING EDITOR*

After Residential Advisors (RAs) and Days-Massolo Center (DMC) workers filed for unionization in Fall 2021, Hamilton disputed their legal right to unionize in official statements, newly released documents from the National Labor Relations Board (NLRB) reveal. The batch of documents, totalling 160 pages, was made public last week after *The Spectator* filed a Freedom of Information Act (FOIA) request with the NLRB.

In both the RAs and DMC workers' cases, Hamilton's lawyer Raymond Pascucci employed the same arguments for why it was inappropriate for student workers to unionize and why the NLRB has no jurisdiction over these student workers. In their official "Statement of Position" on the unionization efforts, Pascucci argued that "undergraduate students whose primary relationship with the College is academic and who work limited hours in a temporary capacity are not covered by the National Labor Relations Act." Further, the school argued that "student privacy rights under the Family Educational Rights and Privacy Act ("FERPA") prevent the College from disclosing information required by the NLRB's procedures and thus no election can go forward."

"It's union-busting 101," said Eric Cortes-Kopp '22, a member of the United Food and Commercial Workers (UFCW) organizing committee. "It's a common tactic for employers to say they don't agree with the [bargaining] unit even if it's totally fine…This is just a stalling tactic." Pascucci, of the law firm Bond, Shoenk, and King, declined to comment.

In an emailed comment to *The Spectator*, Dean of Students Terry Martinez said "following the union election involving students working in admissions, Hamilton took note of the fact that issues concerning the status of undergraduate students doing part-time work and student privacy concerns under FERPA have been raised by other parties in litigation in other jurisdictions and are currently pending before the NLRB. These issues involve conflicting interests under federal law that need to be reconciled."

Dean Martinez refuted Cortes-Kopp's claims about stalling the union election, saying "Hamilton College has not sought to delay or deny anyone their rights under law, but instead wants to insure that everyone's rights are considered and protected to the greatest extent possible as determined by the NLRB and/or the courts."

Pascucci filed this official statement on Nov. 10, 2021, less than a month after student admissions workers, another group of students who work part-time in a temporary capacity and are protected by FERPA, had their union election certified by the NLRB. Pascucci employed these arguments for RAs and DMC workers on behalf of the College, even after the NLRB had affirmed admissions workers' right to unionize just weeks earlier.

Hamilton's official position in regard to RAs and DMC workers as laid out in this statement of position also contradicts an earlier statement that Hamilton published after admissions workers voted to unionize. This statement says, in part, "Hamilton supports the right of workers to choose what they believe is best for them."

Lawyers for the UFCW, the union looking to represent RAs and DMC workers, refuted Hamilton's arguments in their own position statements, also a part of the released documents. The lawyers presented evidence of other unionization efforts at American universities and argued that DMC workers and RAs do indeed fall within the jurisdiction of the National Labor Relations Act so should be able to unionize. These lawyers resoundingly stated in their response statements that despite Pascucci's allegations "that the proposed [bargaining] unit is not appropriate," DMC workers and RA's "are employees of a particular employer," and therefore have a legal right to organize just like any other employee.

RA's and DMC workers eventually withdrew their unionization petitions on Dec. 2, the same day that the NLRB had scheduled a hearing to determine if RAs and DMC workers were eligible for unionization. Cortes-Kopp told *The Spectator* that they withdrew the unionization petition because students did not want to have both the hearing and the final election so close to final exams.

As of April 6, neither RAs nor DMC workers have refiled for unionization. Cortes-Kopp declined to say why they had not yet refiled for unionization but said "admissions' [workers unionizing] was not just a one-off."

*All of the documents can be viewed and downloaded at this link:*
https://foiaonline.gov/foiaonline/action/public/submissionDetails?trackingNumber=NLRB-2022-000168&type=Request

FORM NLRB-505 (12-20)

UNITED STATES OF AMERICA
NATIONAL LABOR RELATIONS BOARD
**STATEMENT OF POSITION**

| DO NOT WRITE IN THIS SPACE | |
|---|---|
| Case No: 03-RC-286024 | Date Filed: 11/10/2021 |

**INSTRUCTIONS:** *Submit this Statement of Position to an NLRB Office in the Region in which the petition was filed and serve it and all attachments on each party named in the petition in this case such that it is received by them by the date and time specified in the notice of hearing.*
***Note:*** *Non-employer parties who complete this form are NOT required to complete items 8f or 8g below or to provide a commerce questionnaire or the lists described in item 7.*

| 1a. Full name of party filing Statement of Position: | 1c. Business Phone: | 1e. Fax No.: |
|---|---|---|
| Hamilton College | 315-859-4011 | |
| **1b. Address** *(Street and number, city, state, and ZIP code)*: | **1d. Cell No.:** | **1f. e-Mail Address:** |
| 198 College Hill Road, Clinton, NY 13323 | | |

2. Do you agree that the NLRB has jurisdiction over the Employer in this case? ☐ Yes ☒ No
*(A completed commerce questionnaire (Attachment A) must be submitted by the Employer, regardless of whether jurisdiction is admitted)*

3. Do you agree that the proposed unit is appropriate? ☐ Yes ☒ No *(If not, answer 3a and 3b.)*

a. State the basis for your contention that the proposed unit is not appropriate. *(If you contend a classification should be excluded or included briefly explain why, such as shares a community of interest or are supervisors or guards.)*
Undergraduate students whose primary relationship with the College is academic and who work limited hours in a temporary capacity are not covered by the National Labor Relations Act.

b. State any classifications, locations, or other employee groupings that must be added to or excluded from the proposed unit to make it an appropriate unit.

| Added: | Excluded: |
|---|---|
| N/A | N/A |

4. Other than the individuals in classifications listed in 3b, list any individual(s) whose eligibility to vote you intend to contest at the pre-election hearing in this case and the basis for contesting their eligibility.
N/A

5. Is there a bar to conducting an election in this case? ☐ Yes ☒ No *If yes, state the basis for your position.*

6. Describe all other issues you intend to raise at the pre-election hearing.
Student privacy rights under the Family Educational Rights and Privacy Act ("FERPA") prevent the College from disclosing information required by the NLRB's procedures and thus no election can go forward.

7. The employer must provide the following lists which must be alphabetized (overall or by department) in the format specified at ttp://www.nlrb.gov/what-we-do/conduct-elections/representation-case-rules-effective-april-14-201
(a) A list containing the full names, work locations, shifts and job classification of all individuals in the proposed unit as of the payroll period immediately preceding the filing of the petition who remain employed as of the date of the filing of the petition. (Attachment B)
(b) If the employer contends that the proposed unit is inappropriate the employer must provide (1) a separate list containing the full names, work locations, shifts and job classifications of all individuals that it contends must be *added* to the proposed unit, if any to make it an appropriate unit, (Attachment C) and (2) a list containing the full names of any individuals it contends must be *excluded* from the proposed unit to make it an appropriate unit. (Attachment D).

8a. State your position with respect to the details of any election that may be conducted in this matter. Type: ☐ Manual ☐ Mail ☐ Mixed Manual/Mail

| 8b Date(s): | 8c Time(s): | 8d Location(s): |
|---|---|---|
| N/A | N/A | N/A |
| **8e. Eligibility Period (e.g. special eligibility formula):** | **8f. Last Payroll Period Ending Date:** | **8g. Length of payroll period** |
| N/A | 10/31/2021 | ☐ Weekly ☒ Biweekly ☐ Other *(specify length)* |

**9. Representative who will accept service of all papers for purposes of the representation proceeding**

| 9a. Full name and title of authorized representative | 9b. Signature of authorized representative | 9c. Date |
|---|---|---|
| Raymond J. Pascucci | s/ Raymond J. Pascucci | 11/23/2021 |
| **9d. Address** *(Street and number, city, state, and ZIP code)* | | **9e. e-Mail Address** |
| Bond Schoeneck & King PLLC<br>One Lincoln Center<br>Syracuse, NY 13202 | | rpascucci@bsk.com |
| **9f. Business Phone No.:** | **9g. Fax No.:** | **9h. Cell No.:** |
| 315-218-8356 | 315-218-8456 | 315-569-4848 |

**WILLFUL FALSE STATEMENTS ON THIS PETITION CAN BE PUNISHED BY FINE AND IMPRISONMENT (U.S. CODE, TITLE 18, SECTION 1001)**
**PRIVACY ACT STATEMENT**
Solicitation of the information on this form is authorized by the National Labor Relations Act (NLRA), 29 U.S.C. Section 151 et seq. The principal use of the information is to assist the National Labor Relations Board (NLRB) in processing representation proceedings. The routine uses for the information are fully set forth in the Federal Register, 71 Fed. 74942-43 (December 13, 2006). The NLRB will further explain these uses upon request. Failure to supply the information requested by this form may preclude you from litigating issues under 102.66(d) of the Board's Rules and Regulations and may cause the NLRB to refuse to further process a representation case or may cause the NLRB to issue you a subpoena and seek enforcement of the subpoena in federal court.

PHOTO COURTESY OF DUNCAN FREEMAN '22

**Above is a copy of Hamilton College's Statement of Position for the National Labor Relations Board (NLRB). Pascucci filed the statement on Nov. 10, 2021.**

# Pitch competition awards prizes to young entrepreneurs

**by Stella Essenmacher '25**
*NEWS CONTRIBUTOR*

The Pitch, an annual entrepreneur competition open to current Hamilton students and graduates of the last decade, held its final competition on Friday, April 1st. Among eight teams, three were selected as finalists: Jeremy Mathurin '16 and Scott Burke, the creators of Aabix: the Bix Box, Harry Dubke '19 and Perry Griffith, creators of Cortado, and Jack Hay '19 and Ben Parfitt '19 of Reiform: Data ML. Each finalist team presented their pitches for ten minutes, followed by a question and answer portion with a panel of notable Hamilton alumni entrepreneurs including CEO and Co-Founder of UNTUCKit Aaron Sanandres '96 and CEO of SHE Media Samantha Skey '94.

Aabix took first place in the competition, followed by Reiform and Cortado, with prizes ranging from $2,000 to $20,000 plus legal services. The winning team, Aabix, pitched a device to let property owners view the conditions of their properties virtually. The device would inform them of any mishaps without relying on the renter or other third-parties to inform them. In the company's pitch, Mathurin highlighted the ease of using the product, saying "you connect the device to the Internet and then present the end user insights and updates on any potential issues."

In previous years, The Pitch was held over the course of a weekend where participants partook in a packed schedule that would last well into the night. The competition's format, which was already due to undergo changes before the pandemic, was switched to Zoom for the 2021-2022 cycle and extended to become a six month process instead of one weekend. Holding the event over Zoom allowed for competitors and judges to participate virtually, which was previously against the event's rules.

The Pitch process is, as competitor Vaughn Amos '25 of the software platform Eduhance described it, "a marathon." The participants entered the competition in October 2021, and have been partaking in educational programming as well as a series of mentoring sessions since it began. These mentoring sessions were particularly valuable to Mathurin, who reflected that "the challenge in starting a business is everyone has an opinion, but very rarely are people actually invested in your long term success."

The competitors expressed appreciation for being able to speak with experts in the sectors that their products were entering. Amos also appreciated the mentoring process since "every company has a unique problem that a group of people are trying to solve, but there is a general structure, and the people who know that general structure are invaluable."

Amos' company, Eduhance, is a software platform that sorts through a student's activities and interests, and recommends potential courses, clubs or careers to the user. He noted that assessing his team members' individual strengths from software development to business management helped them to most effectively divide tasks between the team members and develop their idea into a successful pitch. He appreciated that though he did not have a strong network or a lot of experience with starting a business, the resources provided by The Pitch offered him an opportunity unique to Hamilton to turn these ideas into a reality. Amos said "we have the passion, we have the idea, we just don't know how to execute."

Amos' group was made of three first-years, marking them as the youngest team competing. Despite this, Amos noted that even though he was initially worried about being unprepared, "in the process, you grow into the person you need to be to tackle the challenge." Though the process is strenuous, it is also rewarding, and Amos advises anyone who is interested in the opportunity to "just go for it."

PHOTOS COURTESY OF HAMILTON COLLEGE

# Green Status: 103 active cases

**by Deanna Durben '25**
*NEWS EDITOR*

Weekly COVID-19 testing on Monday, April 4 found 85 positive student cases out of 1452 tests, with a positivity rate of 5.85 percent, as well as four employee cases. There are currently 103 active student cases, doubled from approximately 50 last week. Students have been quarantined in local hotels and in the Bristol Center guestrooms.

In response, the College shifted back to Operating Status Green, effective Tuesday, April 5 at 5:00 p.m. All restrictions from the beginning of spring semester are reinstated. This change tightens various rules, including testing: starting Thursday, April 6, all students, faculty and staff are required to test twice a week on Mondays and Thursdays until further notice.

Social gatherings of over 25 people have been prohibited, but events organized by the College or recognized student organizations will proceed as usual. However, food will be discouraged at these events and only be permitted in certain locations (a list of 40 approved places can be found on 25Live).

Masks must now be worn in all buildings except when actively eating or drinking, with the exception of residence halls. In those areas, students are strongly encouraged, though not required, to wear masks in hallways, common rooms and kitchens.

This news drew various reactions across social media platforms, including on popular anonymous messaging app Jodel, with dozens of posts made throughout the evening. Many vehemently protested the return of the mask mandate, claiming that with most of campus fully vaccinated, the College should not worry about COVID-19 as most cases are asymptomatic. One highly upvoted post wrote that "It takes the college moments to put mask mandates and months to remove them…Let us be free."

In response, other posts pointed out that perfectly healthy individuals can still "choose to wear a mask because u know it's harmless to you and can protect people who are vulnerable to the virus," such as immunocompromised individuals. Many expressed shock and fear that over five percent of students on campus currently have COVID.

The COVID-19 Task Force email announcing the change stated that "We will continue to monitor case numbers and relax restrictions as soon as we can. Our goal is to be able to enjoy our traditional spring activities. Thank you for your cooperation."

# Students take Alternative Spring Break trips

**by Grace Cooper '24**
*STAFF WRITER*

For 26 Hamilton students, Spring Break involved traveling in a Jitney, indoor camping and giving back to local communities. These students participated in the Alternative Breaks (AXB) program which has offered Hamilton students an alternative experience over Fall, Winter and Spring breaks for the past 30 years. Over this past Spring Break, AXB held trips to Ohio, Delaware and North Carolina.

Mary Hurn '24 and Cherry Zhang '23 led the Delaware trip this year. The trip partnered with Habitat for Humanity and took place in Sussex County, Delaware. The students helped out at four different sites, building a new home at one site and working on home renovations at the three others. Each day, the students arrived at Habitat for Humanity's site and helped out with duties assigned to them. Some of these responsibilities included taking down scaffolding, doing yard-work, painting walls, building a shed and installing windows, doors and insulation.

The Ohio trip also partnered with Habitat for Humanity and focused on working on a house in Trimble, Ohio. The group, led by Jenna McCarthy '23 and Katie Rockford '24, installed windows and doors, worked on the insulation and siding and completed the roof, which was only halfway completed when the group arrived.

The North Carolina trip partnered with Guilford College in Greensboro, North Carolina, where the Every Campus A Refuge (ECAR) program was pioneered. Led by Anusha Karki '24 and Amy Zhai '22, Hamilton students worked directly with refugees from this community through tutoring, playing and facilitating enrichment activities. Students also met with community leaders who served refugees and helped two refugee families move into affordable housing. Karki explained that the meal with the current ECAR guests was the highlight of the trip, as during the meal, "students could engage in cultural exchange and connect with guests through similar interests: anywhere from stickers, music and Bollywood."

Organizers design the AXB trips with the intention of aligning them with Hamilton's values. As Director of Community Outreach Amy James explained, "we believe that these trips provide the opportunities for civic engagement that are part of Hamilton's mission and, in addition, are a great opportunity for experiential learning which is central to the mission of the College's new ALEX program. I just love that students are out there interfacing with Habitat families, refugee families and other dedicated volunteers - it's a great learning experience in so many ways."

PHOTO COURTESY OF HAMILTON COLLEGE

**Camille Donaghey '23 and Valerie Laurentis '25 worked on building houses in Delaware.**

Students had different reasons for wanting to participate in these trips this year. McCarthy, who headed the Ohio trip, had been wanting to go on an AXB trip for a while. "Before I came to Hamilton, I knew I wanted to participate in an AXB trip. It was very similar to what I imagine an OA trip would be like," she said. Karki explained, "I was tremendously grateful to have found the opportunity to engage with surrounding community resources that support this tremendously successful program ECAR in a small liberal arts campus in North Carolina."

The AXB trips served as a unique opportunity for students to learn, help others and connect with Hamilton students. Camille Donaghey '23 came away with important new insights about the construction process. "I gained a much better appreciation for just how many little tasks go into building a house. We were also taught about how Habitat chooses their families and the process they have to go through. It was a very rewarding trip and was a lot of fun," said Donaghey.

Karki also learned more about how to help refugees, saying "our engagement with community centers allowed me to learn more about action steps to alleviate the refugee crisis on a local and regional scale and how educational institutions could support such actions." Hurn and McCarthy both expressed their gratitude for the new community they found on the trip, with McCarthy stating "I gained new friends! It was great to be able to meet new people at Hamilton."

PHOTO COURTESY OF HAMILTON COLLEGE

**AXB students collect and organize donated clothing at Bob's Closet to support refugees.**

# Organization renewals to take place in April

**by Catherine Vogt '24**
*STAFF WRITER*

Every year, Hamilton organizations renew their club and update their information through the organization renewal process. This process typically occurs at the beginning of the academic year in the Fall, but the Student Activities Board is initiating the process now to get a head start.

Noelle Juliano, Director of Student Activities, remarked that "the Student Activities Office has been looking to get club renewal to happen in the Spring semester for the upcoming academic year for a while now. Several other peer schools run organization renewal this way. The benefit of the new timeline allows clubs to start immediately upon the start of the next academic year rather than having to wait to send all-campus emails or reserve spaces until they receive approval. We also wanted to move the budget process in which clubs receive funding to the Spring for the same reasons."

With regard to the budget process, Student Activities "did not want to approve budgets for groups until the groups were renewed." The new timeline for this semester means that Organization Renewal will be open from Sunday, April 10 to Sunday, April 17. Organizations that get funding directly from Student Assembly (SA) can apply for funding for the next academic year after the current renewal process. Budget applications will be open from Sunday, April 24 to Friday, April 29. This timeframe allows treasurers a few days to review applications and vote on them at the SA meeting on Monday, May 2.

During this transition period, clubs' email listserv privileges are temporarily suspended. Listserv is a software that allows club leaders to send campus-wide emails as well as emails specifically to their members.

In order to renew an organization, an organization leader must log into Presence and fill out the required forms. Presence is a website that helps organize and connect all clubs on campus. Additionally, Presence provides information to club members, including clubs' constitutions and meeting times. On Tuesday, March 29, an email was sent to organization leaders from Hamilton Involve with a PDF guide for navigating the renewal process on Presence.

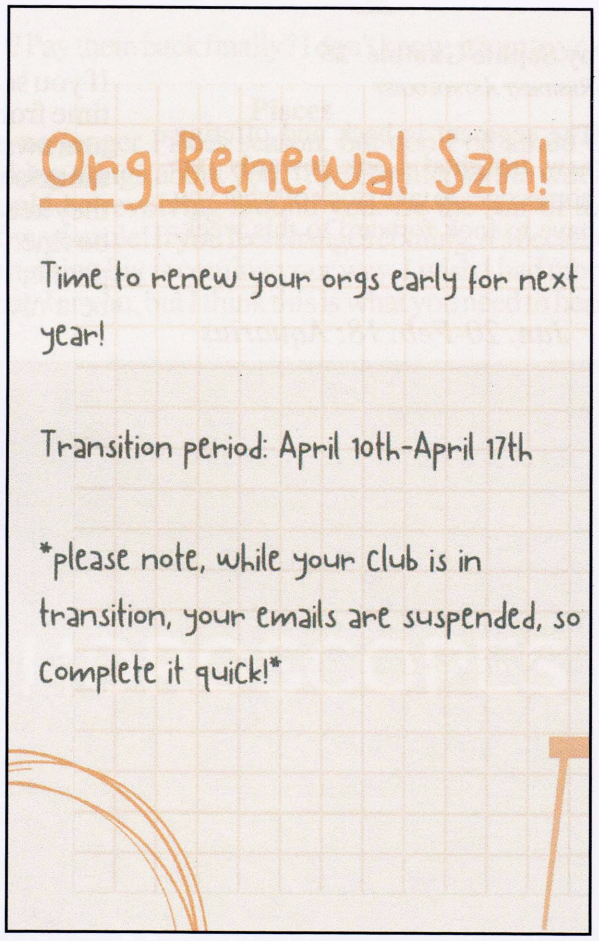
Org Renewal Szn!
Time to renew your orgs early for next year!
Transition period: April 10th-April 17th
*please note, while your club is in transition, your emails are suspended, so complete it quick!*

PHOTO COURTESY OF HAMILTON INVOLVE

In addition to renewing their clubs, organization leaders have to complete required training. While no email has been sent out to complete the training for next Fall, in the past, members were required to complete Student Org Leader Basic Training, Funding 101 Training, 25Live Enhanced User Training and Title IX training.

Only two Executive Board members from each club have to attend the Student Organization Leader Basic Training. The treasurers of each club have to attend the Funding 101 Training. Those who want access to reserving spaces via 25Live must complete the 25Live Enhanced User Training. Finally, the members of each club's executive board must complete the Title IX Training. If organization leaders do not complete the Title IX training or fail the test, they are removed from their positions. Leaders should be on the lookout for an email in the future detailing when to complete these training sessions.

Juliano commented that "we will still offer mandatory club training in the Fall and put clubs briefly in a transition period at the start of the school year so they can add new leaders and members to their club rosters. While we know this may seem like a big ask at a busy time of the school year, we think the benefits outweigh that. Something to note is that clubs won't be able to send all campus emails while they are renewing so that is another reason to not wait to renew an organization."

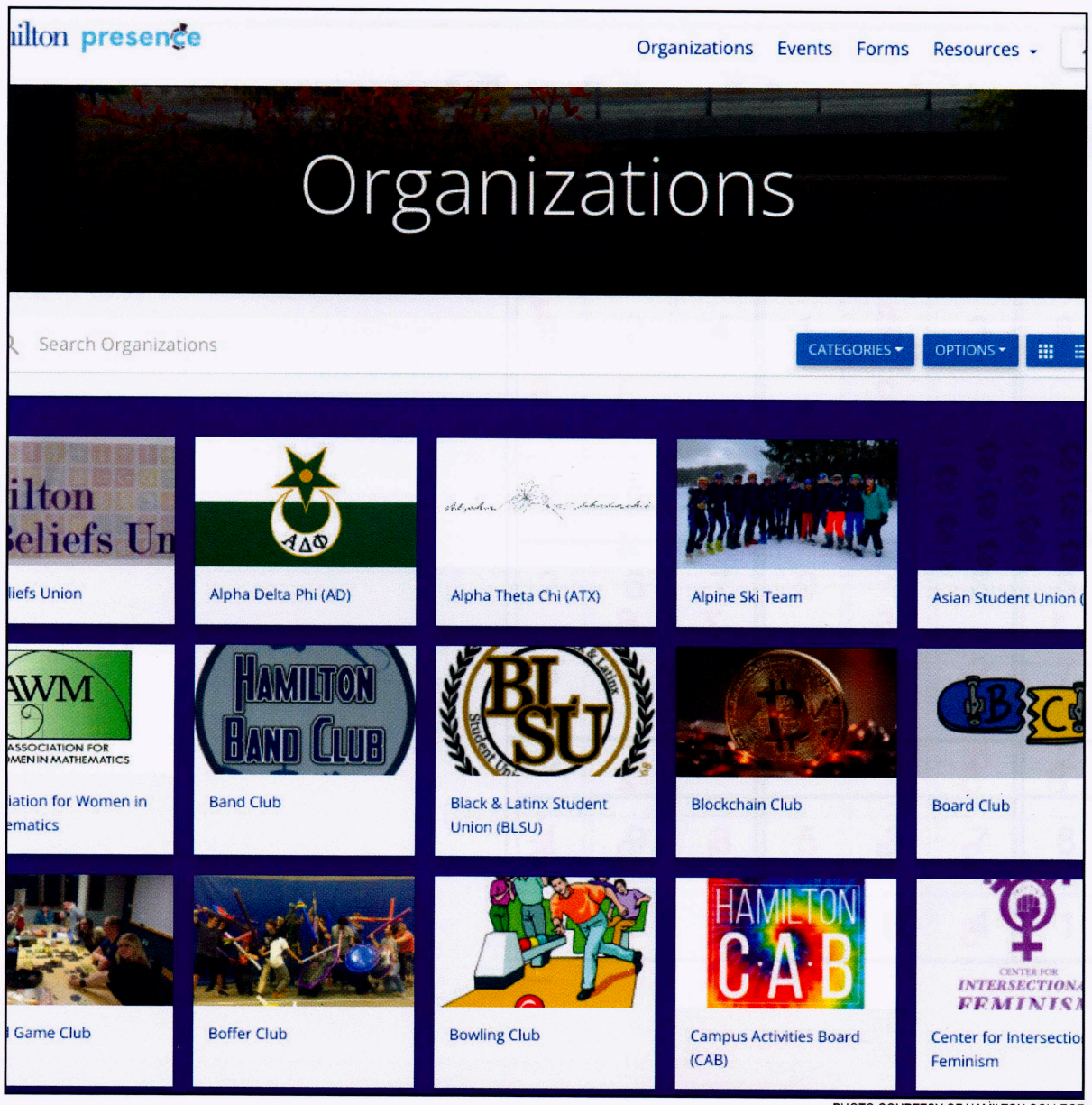


PHOTO COURTESY OF HAMILTON COLLEGE

**Hamilton's presence.io site displays all of the College's organizations and their information.**

# Hamilton Horoscopes

**by Sophie Gamble '25**
*Resident Astrologist*

The segment is back and offering new insights! Look towards our horoscopes to take stock of what you have to look forward to this week.

*Jan. 20-Feb. 18: Aquarius*
*Feb. 19-March 20: Pisces*
*March 21-April 19: Aries*
*April 20-May 20: Taurus*
*May 21-June 20: Gemini*
*June 21-July 22: Cancer*
*July 23-Aug. 22: Leo*
*Aug. 23-Sept. 22: Virgo*
*Sept. 23-Oct. 22: Libra*
*Oct.23-Nov. 21: Scorpio*
*Nov. 22-Dec. 21: Sagittarius*
*Dec. 22-Jan. 19: Capricorn*

**Aries**
If you see a raccoon on Martin's Way this Friday anytime from 2:00-8:00 p.m., back away slowly. Quickly turn away and sprint to Dunham. Hide in the basement tunnels for about fifteen minutes (specifically where they keep the bikes). As long as you do this, you should be fine. You should probably set a reminder on your phone, just in case. The next few weeks are going to be a nice, well-deserved break. Just get past Friday.

**Taurus**
You seem exhausted. You should try catching up on sleep and maybe spending more time with your friends? Take a rest day and focus on yourself! Everything will fall into place. Also, remember to do your laundry because you are about to run out of clean clothing. It will be a muddy week so you need an extra pair of pants wherever you go.

**Gemini**
There is something toxic in your life that you keep letting back in (you might just be lactose intolerant, but it could be a person). Take a moment and ask yourself why you are allowing yourself to be treated this way. Imagine if your friend was the one being treated like this... you wouldn't be okay with that. Food for thought.

**Cancer**
Do not get a dorm fish. Stop it. Get that silly little idea out of your head. You won't be able to take care of it. What will you do with it over the summer? Who will feed it? How often will you really clean the tank? I suggest you start with something like a stuffed animal and then see from there.

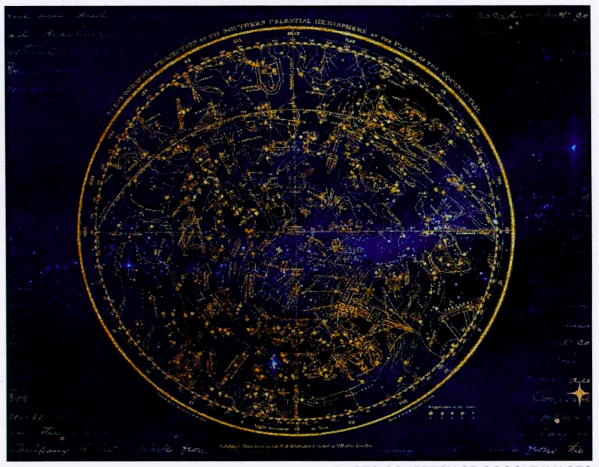

PHOTO COURTESY OF GOOGLE IMAGES

**Leo**
You're dealing with the consequences of your actions from last week. And that is okay. What happened, happened. Remember that it's only embarrassing if you let it embarrass you. People like confidence. Revel in the uncomfortable moments, my friend. These are the times when you will grow as a person so make sure to learn from this.

**Virgo**
It's you again, the "strong friend." Stop that

# Spectator Sudoku

**by Emma Swan '23**
*Production Editor*

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 9 | 2 | | | 6 | | | | 7 |
| | 1 | | | 2 | | | 3 | 6 |
| | 8 | 6 | | 7 | 5 | 9 | | |
| 2 | | | 9 | | | | 4 | |
| | 4 | 1 | | 5 | | 7 | 6 | |
| | 3 | | | 4 | 6 | | | 1 |
| 1 | | 8 | 5 | | | | 2 | |
| | 7 | | 2 | 8 | | 1 | 9 | 5 |
| 4 | | | 6 | | | | | |

# Hamilton Horoscopes

act. We all care about you. You know how you're always giving other people advice? Yeah. Try listening to your own advice. Maybe it's time for people to be there for you. Don't be scared of being vulnerable and opening up to those around you, it will be good for you and them!

**Libra**

Remember how we talked about your little character arc last week? Now that you've explored and experimented a little bit, keep in mind that you don't need to be one or the other. Be a mean girl! Be a hero! Do whatever you want honestly. But keep in mind how your actions influence others. We're all just trying to figure ourselves out so remember to be nice!

**Scorpio**

This campus is way too small to be avoiding someone. I'm sorry to see that you have gotten yourself into this awkward little situation. I'm a strong believer of leaving the past in the past, but I'll help you out a little. They're going to be eating at Commons at 6:24 p.m. tonight. Do with that information what you want. But since I told you this, you have to promise me to either work things out with them or stop caring so much about it. Deal?

**Sagittarius**

Have you started looking at summer internships? No? Don't worry. A lot of people are in the same boat. Don't stress too much (actually you should stress just a little bit because it's already April???). Something will come yout way! If not, remember there is nothing wrong with having a relaxing summer. Wear sunscreen, it will be sunny.

**Capricorn**

You may have lost yourself a bit these past months. You've been so busy that you've forgotten about all these things you used to love. Try reconnecting with an old hobby or an old friend. Maybe it'll be nice. Or, if you're looking for something new, take a glen walk or go to a club meeting. Learn how to do a cartwheel. It's never too late to find something new you love. Do me a favor and take some time to do things for yourself. It's important.

**Aquarius**

This is just a reminder that that one person has not paid you back yet. Yeah, that was a while ago. Months ago, even. Maybe remind them? And if you're that friend reading this, come on man. Pay them back, then maybe do something nice for your friend. Get the Uber next time? Tell them how generous and loyal they are? Pay them back finally? I don't know, it's up to you.

**Pisces**

It's no longer Pisces season, but don't be afraid of making things about you. It's your life, so the world should be revolving around you. Be the star of the show, you rule! If you feel changes coming, it's because something big is coming your way. I wish I had more to say for you, but I think this is what you need to hear.

PHOTO COURTESY OF GOOGLE IMAGES

# Sudoku Solution

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 9 | 2 | 4 | 1 | 6 | 3 | 8 | 5 | 7 |
| 7 | 1 | 5 | 8 | 2 | 9 | 4 | 3 | 6 |
| 3 | 8 | 6 | 4 | 7 | 5 | 9 | 1 | 2 |
| 2 | 6 | 7 | 9 | 1 | 8 | 5 | 4 | 3 |
| 8 | 4 | 1 | 3 | 5 | 2 | 7 | 6 | 9 |
| 5 | 3 | 9 | 7 | 4 | 6 | 2 | 8 | 1 |
| 1 | 9 | 8 | 5 | 3 | 7 | 6 | 2 | 4 |
| 6 | 7 | 3 | 2 | 8 | 4 | 1 | 9 | 5 |

April 7, 2022

# A commentary on the anti-Russian rhetoric present in the Anglosphere

**by Allen Cao '24**
*STAFF WRITER*

It has been well over a month since Vladimir Putin announced his nation's "special military operation" in Ukraine. To many's surprise, the Ukrainians have been successful at holding back Russia's military aggression, but Ukraine has been burdened with looming economic and humanitarian crises as a result. Many countries have offered Ukraine support in different ways; the U.S. and Germany, for example, have sent hundreds of millions of dollars worth of weapons and equipment to Ukraine. Many other countries have offered humanitarian assistance, such as taking in refugees and sending relief supplies.

Aside from economic and military sanctions on Russia, one of the earliest social sanctions came from the sports world. On Feb. 28, the International Olympic Committee (IOC) issued a statement in which it "recommends that International Sports Federations and sports event organisers not invite or allow the participation of Russian and Belarusian athletes and officials in international competitions." On the same day, FIFA suspended Russia from the World Cup qualifying tournament and all Russian clubs from other international competitions. Chelsea Football Club of England's Premier League, whose owner Roman Abramovich has ties with Putin, had its credit frozen, and the club could not even buy gas for the team buses.

PHOTO BY MIKHAIL SVETLOV/GETTY IMAGES

**Russian billionare and current Chelsea owner Roman Abramovich (left) sits at a panel with Russian President Vladimir Putin.**

Many orchestra and ballet groups have also faced problems, as many theaters have canceled their tours. A Welsh orchestra, the Cardiff Philharmonic Orchestra, removed music composed by Pyotr Ilyich Tchaikovsky from their future shows. The orchestra's decision attracted debates on social media as many questioned if removing Tchaikovsky, who has been dead for over a century, was a practical way to condemn Putin's aggression. Steven Crowder, a conservative political commentator, tweeted, "I get it. You don't like Putin. I don't, either. But why cancel Tchaikovsky? He's been dead for over 100 years. I guess even the dead aren't safe from being canceled." The orchestra, in response to the criticism, defended their decision to drop Tchaikovsky's piece: not because he was Russian, but because the piece in question has a prominent military theme and features a volley of cannon fire, making it "inappropriate for this time." In fact, what Steven Crowder and many angry internet commentators do not realize is the fact that the concert still features works by Russian composers like Sergei Prokofiev and Sergei Rachmaninoff. It is more likely that the elements of Russian nationalism and military themes of the "1812 Overture" caused the cancellation, rather than Russophobia.

On the other hand, ever since the start of the invasion, Russian businesses in the U.S. have experienced disastrous declines in sales. Many Russian restaurants, for example, saw canceled reservations and decreased visits. More importantly, a lot of the restaurants were given negative online reviews and even got vandalized or threatened for just something as small as having the word 'Russian' in their name. However, vandalizers have ignored that most (if not all) of these restaurants have put up messages that support Ukraine or oppose war. Many store owners came to the U.S. to get away from the problematic regime that deprived them of freedom. Yet even in this purported "land of freedom," they are still bullied for valuing their Russian cultural heritage. Furthermore, because of certain social and cultural similarities between Ukarinians and Russians, a lot of these restaurants have Ukrainian employees and owners. Their lives have become much harder, ironically, thanks to the "enthusiastic supporters of Ukraine."

The Russophobia in recent weeks more or less reminds me of the Sinophobia since the onset of COVID-19, as Chinatowns in U.S. cities have been among the hardest-hit economic victims of the pandemic. Chinatowns have been on the receiving end of fear, anger, vandalism and threats since the start of the pandemic, not to mention the increase in unprovoked attacks on the Asian elderly. Since the start of the war in Ukraine, these same phenomena have occurred with Russian businesses, many of which have no connection with the Russian government.

The angry internet commentators like Steven Crowder seem very different from the people that throw bricks at a Russian restaurant. However, they are actually the same kind of people in terms of their unwillingness to think about the complicity behind things they encounter. At first glance, I also thought banning athletes and musicians was ridiculous. However, after reading some reports and talking with people more knowledgeable on this topic, I realized a lot of the top athletes and artists in Russia receive state-funding and have close ties with Putin. By focusing responses on these elites, the E.U. and the U.S. try to assert more indirect pressure on Putin; after all, Putin and his band of billionaires hold power and control over Russia. On the other hand, there is the extra layer of complexity that not every athlete or artist is pro-Putin.

I use the above examples of social sanctions and vandalism to illustrate the two extremes of the spectrum, who do not want to slow down and learn about the context. It feels strange to say this, as I am certainly being judgmental, but way too many people like to simplify complex things before them into a lazy equation. In other words, they do not want to spend the extra time trying to understand the reason behind certain actions. When they see the news title that an orchestra banned a piece by Tchaikovsky, they storm it with criticism without understanding the military context of the specific piece: the "1812 Overture." As I said earlier, the true practicality of the ban on Tchaikovsky is certainly debatable. There are good arguments from both sides. However, purely unleashing anger without being informed on the context is not only stupid, but also dangerous. It happened in California against Japanese Americans during WWII. It happened against french fries in 2003. Now, in 2022, it is happening again.

April 7, 2022

# Will Smith's slap of Chris Rock at the Oscars displays underlying issues

**by Abraham Ortiz '25**
*OPINION CONTRIBUTOR*

A recent cataclysmic event, which has shocked Western society to its core, has already garnered the moniker of "the slap heard 'round the world." You, of course, likely know what I refer to here, how could you not? The veneer of cool professionalism in the world of Hollywood has cracked again, and as is standard procedure, people are outraged. In the midst of war and mass death, the actions of an over-entitled person are what truly gets people up in arms. If you are lost on what I am referencing, then maybe sometime you can give me a tour of that rock under which you live.

Critically acclaimed actor Will Smith, in the midst of declining Oscar viewership rates, decided to forever cast a shadow on his acceptance of the "Best Actor" award by physically assaulting Chris Rock over a joke on live television. This was then shortly followed by a speech in which he invoked Richard Williams as a fierce defender of family—all while crying, of course. Somehow, through all of this, he forgot that at the end of the day, he is just a man being paid exorbitant amounts of money to read scripts while being filmed. Furthermore, Chris Rock, while actually doing a good job of keeping his cool, has been lauded for his stoic reaction. As such, the level of useless actor fanaticism in this world has been balanced out and remains exactly the same. Nothing has changed.

You might ask "if nothing has changed, then why bother writing about it? Does any of this matter?" And to that I say, of course it is meaningless, but it is interesting to talk about when you look at it from another angle. You can rationalize the entire situation and give props to either Smith or Rock for whatever reason, but it does not change what happened. A man interrupted an award ceremony to assault another man on live television, walked back to his seat, verbally assaulted him, and got away essentially without consequence. I seriously do not think that Will Smith for even a second, moral reasons aside, considered the consequences of his actions beforehand. This is likely because he knows that someone of his status is not likely to deal with consequences anyway, and he was right, of course. Aside from being lampooned on social media outlets and magazines for a few weeks, I think our Fresh Prince will do just fine. What happened is not an example of cool justice, but rather of blatant privilege.

It should be noted that Will Smith did experience some consequences, albeit no meaningful ones. He resigned from the Academy of Motion Picture Arts and Sciences and eventually apologized to both the Academy and Chris Rock. His resignation prevents him from attending Academy screenings, and he can no longer vote in the awards. He can still be nominated for an award, however, as being a member of the Academy is not a requirement. He will likely still be nominated in the future, as he is one of the last big stars in Hollywood over whom people continue to rave. Oscar viewership has been declining, and the producers and voters are on their last legs attempting to make the once-massive event relevant once more. The lyrics in the "We Don't Talk About Bruno" performance from the hit Disney movie *Encanto* were significantly transformed during the live performance at the Oscars. They try to shoehorn in relevant trends to regain interest in such events, such as inviting Megan Thee Stallion (who has absolutely no connection to *Encanto*, but sure is popular with the kids on TikTok). All this is to say that Will Smith is too important to the Academy to do away with entirely, like almost every star who continues to rake in money for the industry. Producer Will Packer made it very clear in the moment that Will Smith was going to be asked to leave the event, but would not be forcefully removed. A controversial episode is useful to the Academy and to networks, as it will get people talking about the Oscars, but to forcefully remove Will Smith after he assaulted Chris Rock on live television would be too much for them. When it comes to moments like this, the most important thing to these institutions is the preservation of public images. Nothing has really changed so as to protect everyone's image.

I like Will Smith as an actor. *I Am Legend* still makes me cry, and *The Fresh Prince of Bel Air* will forever be a classic, but that is where it should end for most people. Fanaticism over celebrities is a given, but moments like these show us the real effect it has on said celebrities. If people like Will Smith—and every other detached millionaire attending such events—were actually held accountable beyond performative duties, as regular people should be, then events like this simply would not happen. Realize that the people you love watching on the little and big screen are people just like you and me: flawed people who theoretically abide by the same laws and pay the same taxes as we do. Will Smith may go on with life as planned, as will you and I, but we cannot forget to reflect on moments like this critically if we want to continue on as a just society.

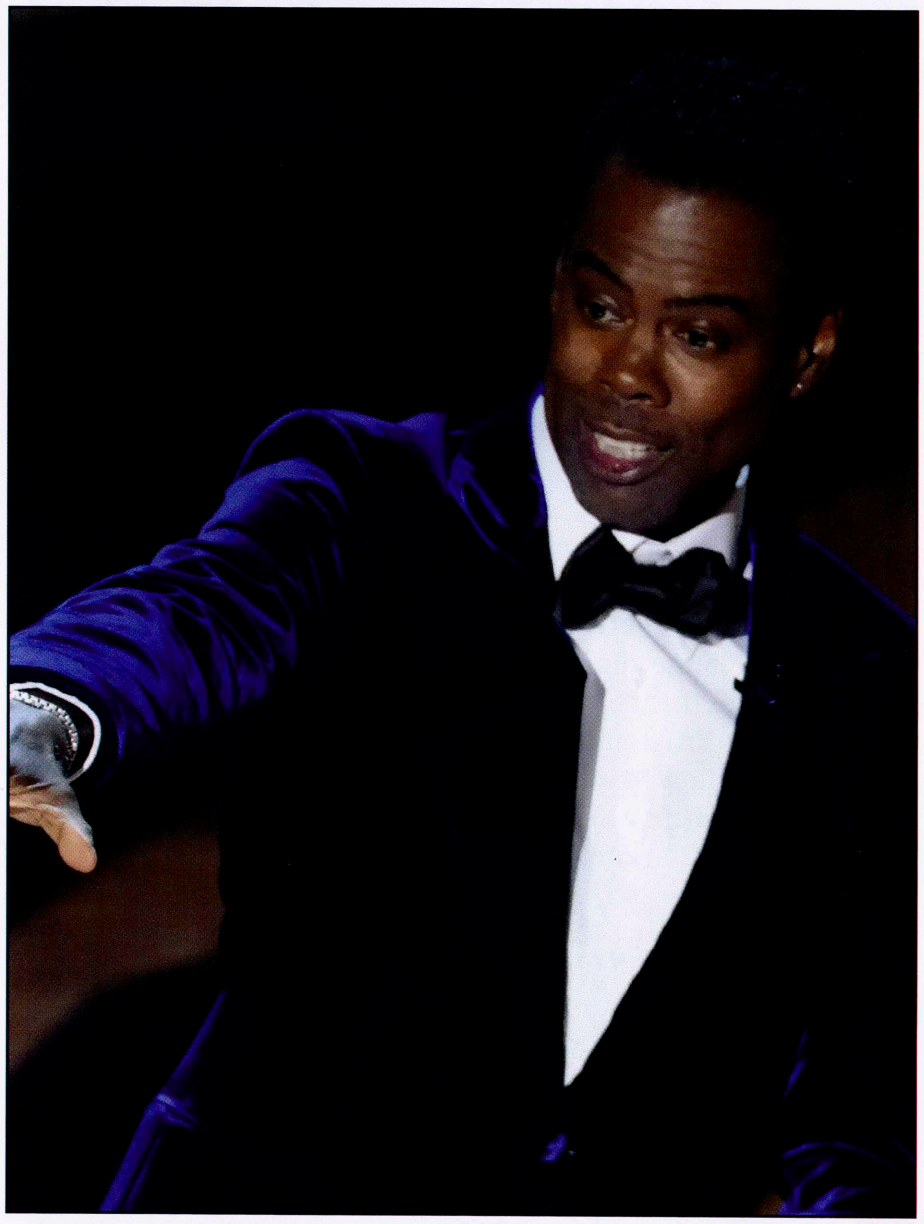

PHOTO COURTESY OF USATODAY

**Chris Rock reacted to Will Smith's slap on-stage at the Oscars by continuing with his planned comedy performance.**

# CAB Announces C&C Day Headliner: Aminé

**by Lily Rizzoli '24**
*A&E COPY EDITOR*

On March 30, Campus Activities Board (CAB) posted a Tik Tok announcing that Aminé will be headlining Class and Charter Day (C&C) 2022. The campus was simply buzzing with excitement as the announcement came widely anticipted after last year's C&C day, which featured virtual performers due to the ongoing pandemic.

Adam Aminé Daniel, who goes by the stage name Aminé, is a 27-year-old rapper from Portland, Oregon known for his upbeat, colorful and carefree aesthetic, evident with the cover art for his debut album, which features the artist naked from the legs up on a blue toilet with a bright yellow background. Aminé shot to fame with his debut single "Caroline" in 2016, which peaked at 11 on the Billboard Hot 100 chart. He had recorded "Caroline" on his computer in an unused room at his college, Portland State University, and the song took off, landing Aminé a record deal with Republic Records. He followed "Caroline" with the release of his debut album *Good For You* (2017), which maintained his colorful and joyous aesthetic. The 27 year-old now boasts five albums in his discography and has been nominated for both a BET award and a Grammy, a far cry from his humble beginning as an experimenting college student. The *New York Times* describes Aminé as a mixture of "Tyler, the Creator's primary-color exuberance and the earthen emotional presence of the Native Tongues."

Concert Coordinators Jonah Bauer '22 and Olivia Otsuka '24 issued a statement to *The Spectator*, noting, "Last October, CAB sent out a survey to campus to inquire about C&C. From the feedback we received, it was clear that the campus wanted an artist within the realm of Hip-Hop/Rap/Pop. We dug a little further on Instagram where we distributed polls with the names of many musicians and gauged the campus's interest and responses. Aminé was one of the most heavily demanded artists based on these polls, and in addition to his recent record TWOPOINTFIVE as well its accompanying world tour, we felt strongly about submitting an offer to him and his team. Best known for his songs "Caroline" and "REEL IT IN," Aminé demonstrates an eclectic mix of Rap, Pop and Hip-Hop that will surely lend itself well for all students to dance to. We are so excited to welcome everyone to the Old Tennis Courts on Friday, May 6 to celebrate the traditional Class and Charter Concert!"

It seems fitting that Aminé is the College's first in-person C&C day artist since the pandemic, as he has spoken out greatly about how hard COVID-19 has been for him. Aminé told *Complex* of his experience during the pandemic: "I was so depressed in 2020, dude. I didn't even care if I had an album out. I didn't come out of bed for like a week." The feeling of quarantine restrictions lifting is what inspired the artist in his most recent album, TWOPOINTFIVE. In the same interview with *Complex*, Aminé stated, "After a terrible year like 2020, I just wanted people to be back outside and have the AUX with their friends, like, 'You've got to listen to this, this, and this.' This [album] is full of songs that people can have tons of fun to, dance with, and play at parties, and enjoy with their friends. It's not really meant to be listened to in a sad space." As COVID-19 restrictions have been reinstated across campus, students are eager to share in this sentiment. Opened by student bands, Aminé will perform on May 6, 2022, on the old tennis courts.

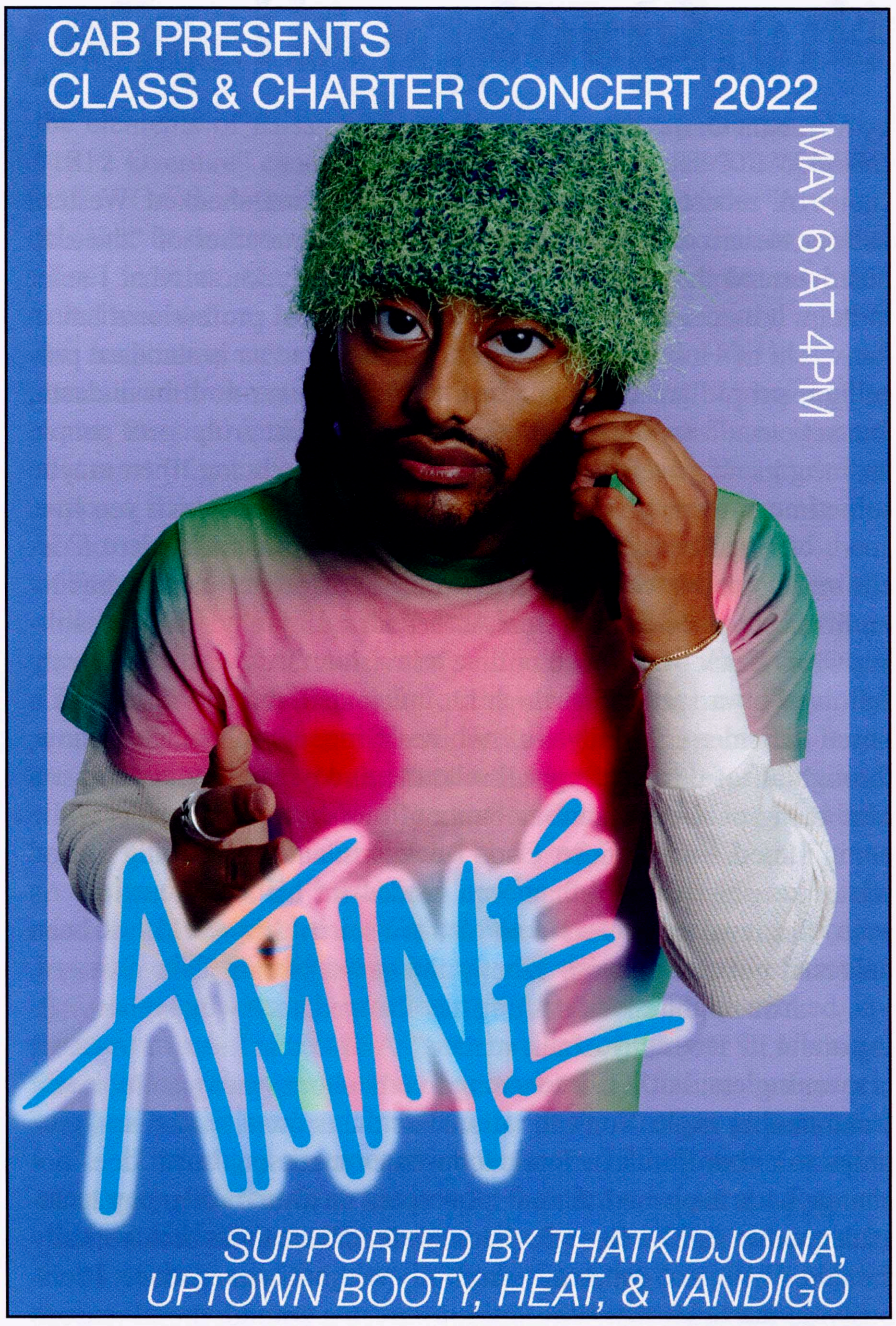


PHOTO COURTESY OF CAB

**CAB announced the headliner, Aminé, on TikTok and Instagram.**

PHOTO COURTESY OF PITCHFORK

**Aminé will perform songs from his album, TWOPOINTFIVE.**

# Grammys 2022: Most boring event of the decade?

**by Allen Underwood '25**
*STAFF WRITER*

The 64th Annual Grammy Awards, held on April 3, 2022, was further evidence of the decline of arts award shows. Held in the wake of Will Smith's momentous slap at the Oscars, the 64th Grammys made sure not to offend anyone. Trevor Noah's hosting lacked the sharp wit necessary to keep people invested in the interim between the performances and the bureaucratic, schlocky awards presentations. Noah's delivery was so milquetoast and bland, reminiscent of the Professor from Ferris Bueller performing stand-up. The "jokes" felt instantly dated and corny, such as when Trevor Noah sang the *Squid Games* chant in front of BTS. I am sure that interaction will become one of those hilarious "memes" beloved by modern youth.

Unfortunately, Noah's ineptitude is not the only reason why the 2022 Grammys were lackluster. Many decisions felt hamfisted, most notably when Virgil Abloh, one of this generation's most influential designers, was labeled as a "Hip Hop Fashion Designer" during the "In Memoriam" segment of the show. While Abloh worked closely with many rappers, it is incredibly disingenuous to frame those relationships as Abloh's defining characteristic, considering the importance and impact of his work.

However, while the small talk and awards presentations bordered on insufferable, the performances were appealing. Billie Eilish's performance of "Happier Than Ever" was emotionally charged and featured a fascinating rain effect. Nas continued to gain retrospective appreciation from the National Academy of Recording Arts and Sciences (NARAS) with an invigorating performance of some of his greatest hits, "One Mic" and "Made You Look" among them. BTS' spy-inspired rendition of "Butter" was slick and smooth, featuring excellent choreography and blocking. A particular standout of the show was H.E.R.'s set, which included a surprise appearance from rockstar Lenny Kravitz performing "Are You Gonna Go My Way?" Olivia Rodrigo similarly impressed with a heartfelt rendition of "Driver's License."

There were occasional funny moments at the 2022 Grammys. Doja Cat's ill-timed bathroom break was the type of ad-libbed, unexpected humor that seems to be the only remaining source of value for these award shows. When "Doja Cat taking a piss" is the most entertaining element of nearly three and a half hours worth of pomp and pageantry, you have to start questioning the commercial intentions on which pop culture awards shows like the Grammys are predicated.

Sure, the Grammys are an awards show, but they are presented in a way that is faintly supposed to resemble entertainment. The crux of this entertainment is the musical performances, though on the post-YouTube internet these can easily be clipped online. If you cut out these performances, what are you left with? A list of winners you could just as easily read the following morning in a matter of seconds? These pop culture awards shows feel like extended advertisements, often failing to accurately represent what is good and praiseworthy. We have reached a point in our culture where the Oscars and Grammys have lost their relevance as monolithic auditors of artistic quality, which is reflected in these shows' record low viewership the past two years. Regardless of your opinions on the future of the genre, the 64th Grammys has established itself as one of the most boring events of the decade hitherto.

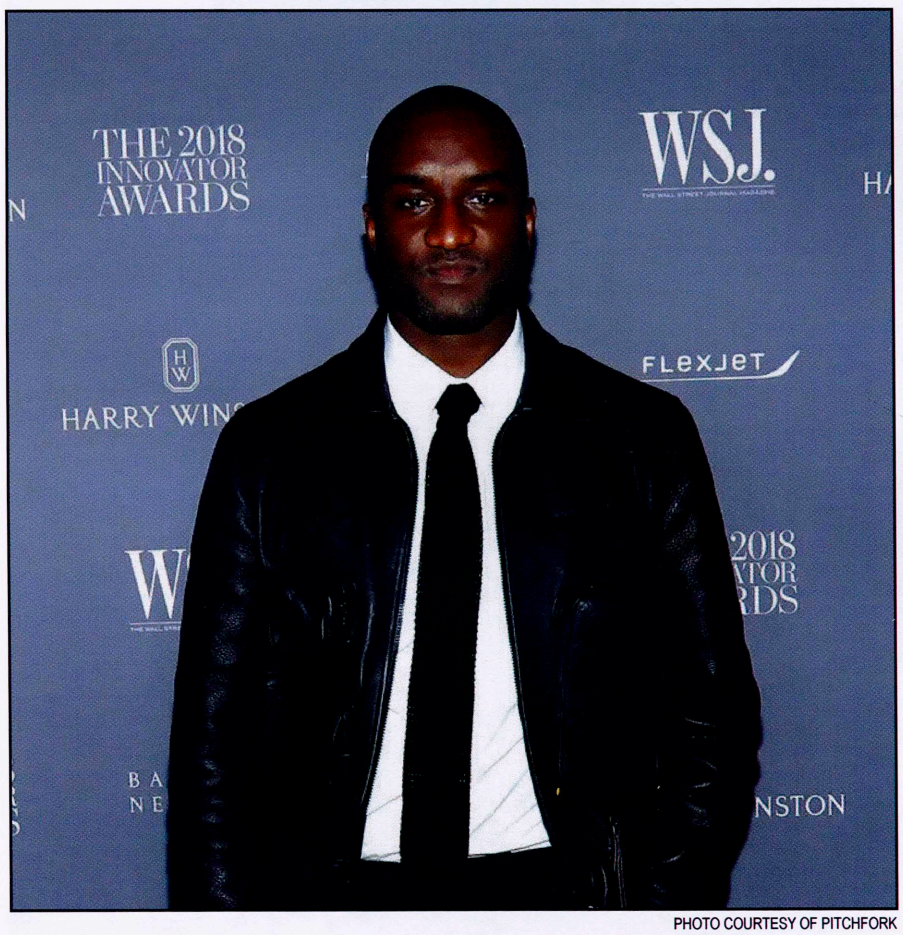


PHOTO COURTESY OF PITCHFORK

**Virgil Abloh founded his fashion brand, Off-White, in 2012.**

PHOTO COURTESY OF YAHOO!

**Doja Cat almost missed accepting her Grammy with SZA. The two won Best Pop Duo/Group Performance for their song "Kiss Me More."**

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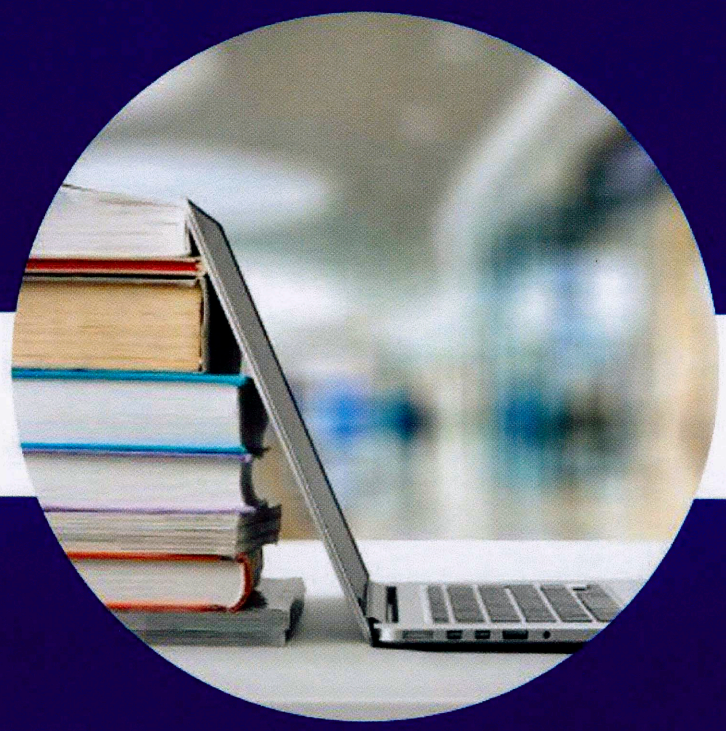

This 30-minute interactive workshop is designed to help students with in-text citations and works cited/reference lists. Students will learn how to format in-text citations, generate works cited/reference lists, and how in-text and works cited/reference lists together communicate information to readers.

**Tuesday, April 5th 7-7:30 p.m., Burke Library Couper Classroom**

**Thursday, April 14th 7-7:30 p.m., KJ 202**

Organized by LITS and Multilingual Student Support.
Please contact Alex Wohnsen with any questions:
**awohnsen@hamilton.edu**

FLYER COURTESY OF KRISTIN STROHMEYER

# Review: Buffalo Bills stadium soon to be built

**by Patrick Cleary '24**
*STAFF WRITER*

Every year in late March, NFL owners, coaches and media members escape the bitterly cold cities most call home to meet in the sunbelt to discuss the league's future. This year in Palm Beach, Florida, the owners did just that. Teams agreed to new postseason overtime rules to guarantee both teams at least one possession, a strengthened Rooney Rule to prompt great hiring diversity and the AFC champion Cincinnati Bengals announced the construction of a new practice facility. However, perhaps the most significant news to come out of this gathering of football minds was the announcement of the impending construction of a new stadium for the Buffalo Bills.

Owners unanimously agreed to a proposal for a new stadium for Western New York's own Buffalo Bills. This came after meetings between team owner Terry Pegula and New York Governor Kathy Hochul. Under the deal, the NFL would contribute $550 million, while $850 million would come from the public with the state contributing $600 million and Erie County pitching in $250 million. The combined $1.4 billion would all be going to the construction of a new stadium in suburban Orchard Park to replace the aging Highmark Stadium, which has been in use since 1973. The 60,000-seat stadium will be built without a roof, a questionable decision for one of the NFL's coldest markets.

Bills fans have a love-hate relationship with their home. The stadium historically known as Ralph Wilson Stadium has seen some very high highs and some very low lows, but all roads have led to defeat. Led by Hall of Famer Jim Kelly, the Bills went to four straight Super Bowls between 1989 and 1993 but always came up short. Since then, the team has deteriorated much like the city it calls home, suffering the longest postseason drought in the 21st century: 16 years without a playoff appearance, a feat only matched by the NBA's pitiful Sacramento Kings.

But recent years have seen dramatic improvement. Since the arrivals of Head Coach Sean McDermott and quarterback Josh Allen in 2017 and 2018 respectively, the Bills have seen their fortunes improve dramatically. The Bills have made the playoffs in four of the last five years and have become an AFC powerhouse. The city loves their team. They are a fanbase made famous for their rowdy nature which has earned them the moniker the "Bills Mafia." But like everything in modern sports, that love has been manipulated for profit.

As stated, the proposal would shift more than half the cost onto the public. The deal gives the new stadium only 60,000 seats, 10,000 fewer than Highmark currently has and 1,500 fewer than Soldier Field, currently the smallest in the league. This allows the Pegulas to restrict supply to drive up ticket prices and sell more premium seats. It all drives back to this desire to extract as much revenue as possible. But if this is such a bad deal, why did the state agree to it?

PHOTO COURTESY OF DEREK GEE/BUFFALO NEWS

**Highmark Stadium, the current home of the NFL'S Buffalo Bills, will soon be replaced by an expensive new stadium.**

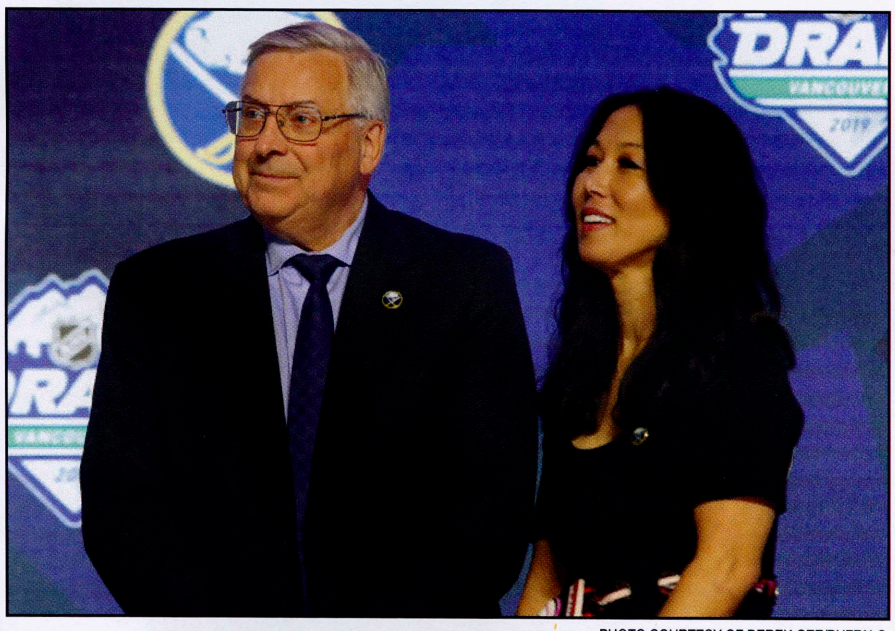

PHOTO COURTESY OF DEREK GEE/BUFFALO

**Terry and Kim Pegula, the current owners of the Buffalo Bills, had a big hand in the decision for a new stadium.**

Buffalo's metropolitan area is the smallest with an NFL team besides Green Bay. It's also a cold, economically depressed area. Nobody's rushing to move to Buffalo. The only people keeping the team in Western New York are the fans. Historically, teams tend to relocate from economically depressed cities to those on the rise. Take recent examples such as the Oakland Raiders to Las Vegas or the St. Louis Rams to Los Angeles. Owners are making calculated, economic, emotionless decisions. But if an owner wants a new taxpayer-funded stadium, they can use that intense fan emotion to mobilize political action. This mentality allowed the Fiserv Forum to be built for the Milwaukee Bucks with $250 million in taxpayer support after the team threatened to move to Seattle or Las Vegas. Before this deal broke, the Pegulas reportedly had engaged in talks to move the team to Austin, Texas, a growing city with warmer weather. The only way Buffalo can compete with that is with a deal as bad as this one. Governor Kathy Hochul is a Buffalo native, and crucially needs the region's support to stave off her primary challengers. She caved to the pressure, and now all of New York is paying that price.

This is not the first time New Yorkers have been screwed in a stadium deal. Brooklyn lost the Dodgers after the city government refused to build a new stadium. Plans for a Manhattan football stadium fell through in favor of the Hudson Yards Development due to conflicts between the Democratic Assembly with the Republican governor and mayor. This resulted in both the Jets and Giants remaining in New Jersey. That's the real problem: the Bills are the last hope for pro football in New York. The Empire State had to make a deal, and now it pays an incredible price.

April 7, 2022

# The rich of the NBA are becoming richer

**by Max Bratter '25**
*SPORTS CONTRIBUTOR*

The rich are becoming richer and the poor are becoming poorer. This is a common thought that comes to American minds when thinking of our country's capitalist structure. I'm not talking about the economy, though. I'm talking about the National Basketball Association (NBA). Specifically, the egregiously large salaries in the NBA.

The NBA is actually starting to mirror our own economy. As aspects of life such as education, health insurance and general housing become more expensive and less accessible, people are struggling to find more niche approaches for self-sufficiency. Many American citizens believe that previous time periods of our country were simpler, and the same certainly rings true for the NBA.

In the early 20th century, basketball was a game mainly composed of fundamental playing styles that included mid-range jump shots, layups and defense. Players like Wilt Chamberlain and Bill Russell had such natural physical prowess, in addition to their skill, that they were constantly dominating their era. Players like Jerry West and Bob Cousy had a better understanding of passing and dribbling than most of their peers, enabling them to swerve through lanes however they wanted. In relativity, this was all astonishing and should be looked back on with the utmost appreciation, but everything changed in 1979.

This was the year that the NBA implemented the three-point line. Three-pointers began as a novelty for players like Larry Bird to dominate All-Star Weekend contests. It did not become a significant part of basketball's mainstream play style until the 90s.

Players like John Starks, Dennis Scott and especially Reggie Miller started making three-pointers fundamental parts of their game. In Larry Bird's last season leading the league in three-pointers made, he had made 90 of them. In Dennis Scott's first season leading the league in three-pointers made, he had made 267 of them. This quantitative discrepancy was only separated by about a decade and indicated the dynamic future of basketball.

PHOTO COURTESY OF KIRBY LEE/USA TODAY

**Duncan Robinson, pictured above, has earned a luctrative contract from the Miami Heat thanks to his three-point prowess.**

While players like Ray Allen, Peja Stojakovic, and Kyle Korver had their three-ball define their games, progressively normalizing the shot, Antoine Walker is really the one who should be scrutinized when comparing our modern game to turn of the century. Antoine Walker was a 6'8" power forward who led the league in three-pointers made in the 2000-2001 season. Aside from Larry Bird, three-pointers were seen as primarily a shot for guards to take. Centers and power forwards typically stayed around the paint and worked on their post-moves and defense. During the 90s, big men such as David Robinson, Patrick Ewing and Shaquille O'Neal made this distinction abundantly clear. Antoine Walker is a primary example of how the concept of what defines a big man became blurred.

So, what is that definition? There isn't one. Players like Chris Bosh, Joel Embiid and Nikola Jokic could be seen waltzing around the perimeter as much as they are in the paint. Jokic has made almost 100 threes this year (as of April 3, 2022) and is simultaneously averaging 13.6 rebounds per game, a career high. The one-dimensional overpowering rim general is now of the past. It has become essential for players to be able to shoot to create more dynamic offenses. The same skills expected from a point guard are now expected among the other four players on the floor. This niche space is prime territory for multitalented specialists to thrive.

Since everybody can now shoot three-pointers, someone who is particularly elite at the skill has unparalleled value that often skews their general objective value as a player. While Duncan Robinson began undrafted, he developed into one of the best sharpshooters in the league with incredible speed. In just his second season with the Miami Heat, he made almost four three-pointers per game, shooting them at a phenomenal rate of about 45%. This past offseason, he was finally able to test free agency and eventually raked in an $80 million contract from the Miami Heat. Is he actually worth that amount? No. Would he have gotten that amount of money from another team? Probably not, but he is worth that amount to Miami because they do not want him heading to another championship contending team. The Heat have invested a large sum of money to compete with other teams at their same caliber.

In contrast, players like Deandre Ayton have the opposite enamor in contract negotiations. While Ayton is not a proficient shooter, he fits the same prototypical big-man mold that is now missing in our current game. Such centers have become so scarce to the point where he is able to demand a max contract, while he would not even have come close to that in previous eras of the sport.

Considering contracts as lucrative as the ones now handed out to three-point sharpshooters, teams can only afford to give priority to a few big names. This effectively leaves many mid-level NBA players scraping for even minimum-level contracts, such as capable players like Otto Porter Jr. and Malik Monk.

As basketball continues to revolve around the three-pointer, we could possibly see a regression to former tactics to shock this achieved normalcy. Players like DeMar DeRozan, with a virtually non-existent three-pointer, have shown that you can still dominate the game with a seemingly "outdated" playing style consisting of mid-range shots and driving to the hoop. The current reality, though, is that three points is ultimately more valuable than two, and that concept will continue to perpetuate throughout the game of basketball until further notice. Salaries will be determined accordingly.